



Learning in the Pandemic Period: The Role of Teachers and Student Learning Motivation in Elementary Schools, Gorontalo

Wirna Tangahu¹

¹Muhammadiyah University of Gorontalo, Indonesia

*Corresponding Author: Wirna Tangahu



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Abstract

In 2020 Indonesia has become home to the outbreak of the pandemic that occurred in Wuhan. The pandemic, known as COVID-19, has not only attacked this country but all countries in the world. The spread of COVID-19 has had an unfavorable effect on all sectors of life, including education. Educational institutions have been paralyzed by moving learning that was originally carried out in schools and higher education institutions being transferred to homes. Students, students and students study and do activities at home following the ban on gathering outside the home. This situation requires teachers, especially in elementary schools, to adapt themselves and their environment to new situations. Teachers are forced to get acquainted with various online learning applications such as Zoom meeting, goggle meeting and several other applications. Teachers are required to be more innovative in creating online learning spaces that are more interesting and not boring. This effort is made so that students are motivated to learn so that their achievement does not decrease due to the pandemic situation.

Introduction

Pandami has made a fundamental change in all aspects. He is able to change everything that has been established both in aspects of culture, religion, economy, politics and even the most vital space, namely the world of education. The Government of the Republic of Indonesia through the Minister of National Education must struggle with the strong current of the spread of COVID-19 which is getting worse and affects learning conditions at all levels of education, from PAUD, SD, SMP, SMA and even universities. In the end, this situation requires the government to issue policies related to the pandemic by prohibiting gathering and crowding in public spaces and embarrassing activities outside the home. This is all taken as a measure to anticipate the outbreak of an invisible virus. This requires good and strong energy in anticipating the spread of a very deadly virus so that learning in schools or educational institutions can continue even under different conditions and situations.

The opinion of some people that the instruments of world life will end and will change masses with different styles and the end of the human life period as the septic inhabitants of the earth. All these assumptions and speculations may arise, but the government with all levels of stakeholders continues to work for the future of human sepsis in order to survive in the midst of the COVID-19 outbreak.

The Covid-19 outbreak was felt by students who were used to studying at school before the pandemic (Suryaman et al., 2020). However, the situation was different after the pandemic hit this country. All student learning activities in the school have stopped, and their learning is transferred at home through an online system (in the network) but remains under the supervision of the teacher (Aliyyah et al., 2020). This situation does not cause problems, but becomes a serious problem not only experienced by students but also parents and teachers.

Students were originally studying at school, due to the pandemic this situation has changed (Simamora, 2020). Teachers are faced with different situations that demand teacher competence in utilizing internet-based information and technology (IT).

This study focuses on the roles of teachers in motivating student learning during a pandemic. This study looks at a new phenomenon in the use of web-based learning applications, namely zoom meet and google meet as rare items for teachers and students, or other applications such as classroom, video conference, telephone or live chat, or the use of whatsapp groups. Like it or not, like it or not, it is the circumstance that control and direct the work of teachers in online learning in the midst of a pandemic (Lassoued et al., 2020). On the other hand, students are also led into unfamiliar situations, which actually affects the mechanism of the student learning system and the most important thing is students' motivation to learn in the midst of a pandemic (Muslimin & Harintama, 2020; Baber, 2020). In some cases, learning that is carried out online using several learning applications as mentioned above has shown results that have not been maximized (Bali & Musrifah, 2020; Pratama et al., 2020). The variety of learning applications above is a learning process carried out by teachers in the midst of a pandemic called blended learning which is considered to meet the current pandemic situation.

Methods

This research is a qualitative research with descriptive method. The qualitative research approach utilizes data in the form of narratives, detailed stories, expressions and original language constructed by informants and emphasizes the quality side of the entity being studied. Data collection techniques in this study used in-depth interviews, observation and documentation studies. The informants were selected using 2 (two) stages. The first stage uses the snow-ball method where informants are selected based on information from previously interviewed informants. Documentation studies are needed to see visual data (RPP and student learning outcomes).

Data obtained from observations, in-depth interviews and documentation studies were analyzed inductively according to the character of qualitative research. The data is obtained based on the inductive analysis framework. Data in qualitative research is not based on a table of numbers resulting from direct measurements or assessments which are analyzed statistically. Existing data is obtained in stages, namely data reduction, data display and finally verified before data validity is implemented. For the final stage, namely the validity of the data, it is carried out to validate the situation and data components. If there is no conflict between the informants, the data is considered valid.

This research was conducted at SDN 07 Marisa, Marisa District, Pohuwato Regency. The reason the researcher chose this school is because it is a school located in the city center where students tend to "almost" never take online learning. In addition, researchers are interested in conducting research at the school, because of the current pandemic conditions that allow all educational units including the school to carry out learning at home.

Results and Discussion

Teachers as teaching staff must have 4 basic competencies, namely attitude, personality, social and professional (Hakim, 2015; Pambudi & Gunawan, 2019). The four competencies are not easy, but teachers are required to have the four basic competencies. Of the four basic competencies, one of them is professionalism which requires teachers to have not only cognitive aspects but also skills in managing good learning. besides that, it is the ability of teachers to use interesting learning media and god-level skills, especially in utilizing online learning applications in the midst of the current pandemic situation.

The results of research conducted at Elementary School 07 Marisa, Pohuwato Regency, showed that teachers in online learning prepared everything needed that was different from learning before the pandemic period. Starting from making lesson plans (RPP), learning media and online-based teaching materials. It was all done to meet the needs of students in learning. The teacher realizes that the learning situation during a pandemic is not an easy and light job, but requires extra energy in preparing online-based learning. If the teacher is negligent in this matter, it will risk the learning conditions of students who are not familiar with online-based learning situations. Students' learning motivation will decrease and they will be apathetic to the situation.

Besides preparing everything that has to do with online learning in the midst of an impossible situation, the teacher's role is required to be able to carry out its role as a motivator. Because student learning conditions are very different from the situation before Pandami. The students study at home amidst the varied busyness of their parents, while the teacher gives lessons in the virtual world, it is clear that the situation that is not understood and has just been experienced makes students tend to play, especially those who do not have the facilities. Researchers found that there were some students who played outside the house when learning took place online because their parents did not have mobile phones as supporting facilities in learning. In addition, there are those who have mobile phones but lack of knowledge of parents about the world of mobile phones. Finally, the learning carried out by the teacher was not achieved optimally. Except for one thing, namely learning in the form of giving assignments sent through the WhatsApp group. In this case, many parents know and teach their children about using this application.

Apart from being a motivator, at SDN 07 Marisa Guru plays his role as an innovator. At this level, the teacher's role is required to master information technology to support online learning. On average, the teachers in this school are people who have the ability and understanding of technology, because most of them are teachers who graduated from IT-based Distance Education (PJJ). They become mentors for other teachers who do not understand the use of the Zoom Meeting application and so on. An interesting statement was conveyed by one of the teachers that "Pandemic is not just an epidemic, but also teachers who have taught us the importance of mastering online-based learning in the era of globalization".

Online or online-based learning during a pandemic is a basic need. The Masters were faced with a new situation that had never been experienced before. This situation does not seem to favor teachers who differ in their knowledge of technology. The government should prepare human resources who can train teachers to use a variety of learning applications or at least the government should prepare learning resources that all schools can use these applications. It's not the various applications that can be downloaded from the play store which actually creates new problems for the teacher in their use with all the business consequences of existing application developers. Another thing is that the government does not think that the economics of parents of students are different, so that not all students have mobile phone facilities that are used in online learning. In addition to the two problems already mentioned, it turns out that online learning tells a worrisome story, namely about the internet network that is not owned by all regions in Indonesia. But this condition on the other hand must be understood because the pandemic is not something that is requested but it comes without permission.

Conclusion

The pandemic or covid-19 is endemic not only in Indonesia but throughout the world. The pandemic outbreak has destroyed the old order of world society. The community is required to follow the direction of movement of change caused by the pandemic. This happened in all

layers and social structures and even educational institutions were touched by the power of this virus. The world of education is also forced to follow the rhythm of this epidemic game. In the end, the teacher and the students got involved in this situation. "Forced" learning must be done online, teachers must rack their brains to play strategic roles in anticipating the decline in student learning motivation, because students are not accustomed to this situation. Finally, the teacher's role as a motivator and innovator is the key in engineering the situation so that learning messages are conveyed to students who study from home.

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